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ABSTRACT

The program assessment guide presented in this document is designed to help the district and individual school administrators, counselors, teachers, and other support staff assess the effectiveness of their career education programs. Section 1 discusses the "what and why" of career education program assessment. Section 2 contains the career education program assessment guide, divided into four major parts: administration, personnel, school and community relations, and curriculum. Each part includes two or more elements of career education program development. The first three parts of the guide reflect criteria common to all levels of career education: awareness, exploration, and preparation. The fourth, curriculum, varies in emphasis for each level. Each part includes a set of criterion statements and space for comments. Rating sheets and profile sheets are provided to give a general overview of the career education program. A supplement to the assessment guide, "Instructions for the Assessment Coordinator," is included. (TA)

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CAREER EDUCATION PROGRAM ASSESSMENT

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CAREER EDUCATION PROGRAM ASSESSMENT

SECTION I: The "What and Why" of Career Education Program Assessment

SECTION II: The Career Education Program Assessment Guide

STATEMENT OF ASSURANCE

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THE "WHAT AND WHY"

OF CAREER EDUCATION PROGRAM ASSESSMENT

Assessment, as used in this book, is a point-in-time measurement of progress toward an ideal or model career education program. The program model herein suggested is the result of years of development by the Oregon Department of Education assisted by many advisory committees and educational agencies.

For districts and individual schools to meet their particular goals in developing a career education program, it is essential that a periodic measurement of progress be made. The assessment guide was developed for this purpose.

INTRODUCTION

This assessment is designed to help the district and individual school administrators, counselors, teachers and other support staff compare their career education programs to the comprehensive career education model suggested by the Oregon Department of Education. Specifically, the assessment should help determine areas where additional resources are needed to strengthen the career education program. In addition the assessment sould provide:

(a) An understanding of the components of a comprehensive career education program,

(b) A comparison of each component within the individual buildings and overall district in relation to the state model,

(c) Data from which priorities may be established for better resource utilization,

(d) Increased staff awareness of the state and district programs,

(e) Improved communication among staff and administrators,

(f) An experienced team of teachers, counselors, administrators, and other support staff who are familiar with the district program, and

(g) The views of a team from outside the district relative to district career education development.

THE ASSESSMENT PROCESS

The assessment can be conducted in a number of ways, ranging from a single school to a total district assessment for all levels of education, including awareness, exploration, and preparation, using both district and out-of-district assessment teams.

The district, or inside team, will be composed of teachers, counselors, administrators and other supporting staff from the local district. The out-of-district, or outside team, will include similar staff from other districts as well as personnel from the Department of Education.

Because the outside team is to impartially confirm the inside team's observations, the outside team will need to conduct their assessment soon after the inside team has had ample time to prepare its profile sheets and preliminary reports.

Organization of Assessment Teams

To complement the organization of the career education assessment guide, most districts will find it advantageous to organize both the inside and outside teams into four sections. Each section will have the responsibility for one program component; i.e., administration, personnel, school and community relations or curriculum. At least one person from each level being assessed, i.e., Awareness, Exploration and Preparation, should be assigned to each section team.* Since the curriculum section involves extensive assessment (depending upon the size of the district or school), it is suggested that at least two staff from each level be assigned to this section.

Districts may find it useful to assign an administrator to work with the individual section teams. The result of these suggestions will lead to the following inside and outside team organization:

Program Components	Level Represented	
ADMINISTRATION	Administration	(1)**
	Awareness	(1)
	Exploration	(1)
	Preparation	(1)
	Total	3-4
PERSONNEL	Administration	(1)**
	Awareness	(1)
	Exploration	(1)
	Preparation	(1)
	Total	3-4

*If a single school or level is being assessed, the team members may or may not be from that level at the option of the district.

**Optional

Program Components (continued)	Level Represented	
SCHOOL/COMMUNITY RELATIONS	Administration	(1)**
	Awareness	(1)
	Exploration	(1)
	Preparation	(1)
	Total	3-4
CURRICULUM	Administration	(1)**-(2)**
	Awareness	(1) -(2)**
	Exploration	(1) -(2)**
	Preparation	(1) -(2)**
	Total	3-8
	OVERALL TOTAL	12-20

Instructions for the Assessment Teams

Since the purpose of the assessment is to improve the career education program, individual team members need to be as objective as possible. This means to assess what is not what is about to happen or is in the planning stage.

When administering the assessment, members of the teams need to be aware of the following considerations:

(a) Verbal personal opinions to teachers, counselors, administrators or other supporting staff add little to the process.

(b) Writing of comments or commending actions should be done after an interview; listen carefully--assess later.

(c) Expect teachers, counselors, administrators and other support staff to be concerned. Set them at ease by assuring them that what they say will be anonymously reported.

(d) When interviews uncover any political or personality statements made by staff, they should be considered by the team-at-large. The team should determine if there is enough evidence to warrant constructive comment.

(e) Assessment team members receive privileged information; confidentiality should be safeguarded.

The assessment teams should be at ease and informal in their inquiries. Staff should be told of the coming assessment and be prepared to make available their resources.

**Optional

Time Commitment

The time commitment will vary. The minimum time for districts of average size (for all three levels) will be 20 hours each for the inside and the outside teams. This estimate includes meetings, the assessment, work sessions, and writing of interim and final reports. Since fewer members will be involved in presenting the profiles to the administration and in writing the interim and final report, most members will be involved for less than 20 hours.

Suggested Meetings

Although the inside team will conduct its assessment before the outside team, it is recommended that both teams share instructions in a joint meeting before the inside team assessment. This will insure that both teams have received the same orientation and are operating under the same assumptions. The purpose of the orientation will be to familiarize the teams with why the assessment has been requested, the assessment process, the glossary of terms, and the agenda. TIME SHOULD BE PROVIDED TO ANSWER QUESTIONS.

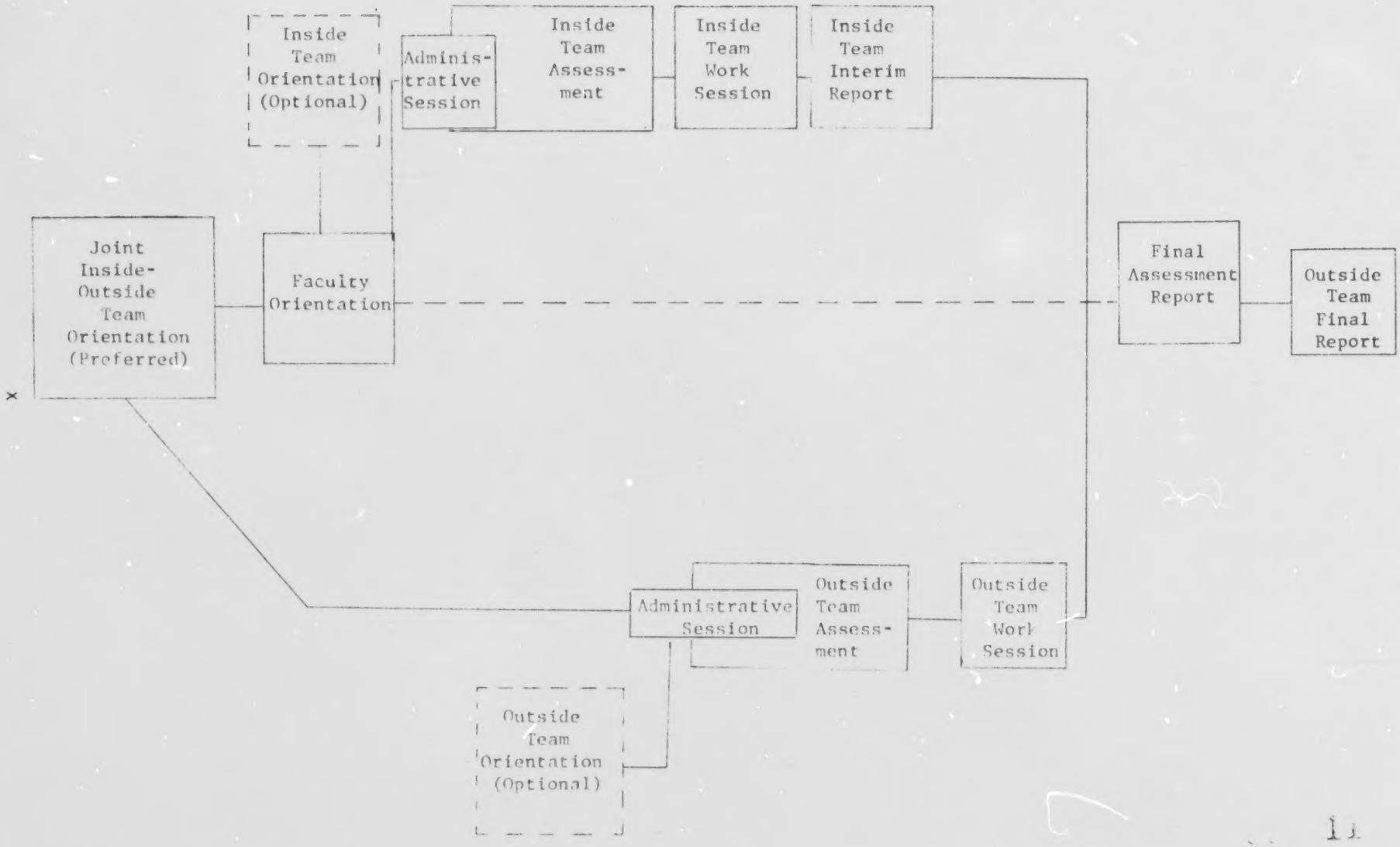
Upon meeting with the faculties and other staff, to orient them to the impending assessment, the inside team will commence its assessment by meeting with the district administration for a short meeting to discuss district and individual school policy and practice. Following this session, the administrative component team will assess the district level policies regarding career education, while the other component teams (i.e., personnel, school and community relations and curriculum) move into the various schools, grades and classes being assessed. Once the administrative section team has completed the district level assessment, it will visit with the individual school administrators.

Upon completion of the assessment, the four component teams will meet in a work session to recap their observations and prepare profile sheets for the individual schools at each of the career education levels, and the district overall. These, and similar sheets from the outside team, will then be presented to the district and school administrators in a joint meeting upon completion of the outside team's assessment. For best results the final report should be presented within a week of assessment completion.

Prior to the final joint meeting, the inside team will have prepared an interim written report discussing its findings, the results of which should be available to the outside team upon beginning its assessment. Ideally, inside team members should be available to the outside team members during their assessment.

The outside team will commence its assessment soon after the above interim report has been completed, and conduct its assessment in an identical manner. This will include: an initial short session for all four sections of the outside team with the district and school administration, the break-up of the section teams to conduct their assessment, followed by a work session to recap their observations, prepare appropriate profile sheets, and present them in a joint meeting with the inside team and district and school administrators. At this time the assessment coordinator will have prepared profile sheets illustrating similarities and differences observed between the inside and outside teams.

The above events are illustrated by the chart on the following page.


Inside Team Orientation (Optional)
Administrative Session
Inside Team Assessment
Inside Team Work Session
Inside Team Interim Report
Joint Inside-Outside Team Orientation (Preferred)
Faculty Orientation
Final Assessment Report
Outside Team Final Report
Administrative Session
Outside Team Assessment
Outside Team Work Session
Outside Team Orientation (Optional)

THE CAREER EDUCATION PROGRAM ASSESSMENT GUIDE

_____
Building

_____
District

Extent of Assessment

Building ☐
Area ☐
District ☐

Inside Team ☐ Outside Team ☐

For the purposes of this guide, the term career education includes vocational programs at the preparation level.

In conducting the assessment at this level it is important that both the vocational preparation and the complementary career development programs be considered.

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ORGANIZATIONAL STRUCTURE OF THE ASSESSMENT GUIDE

The assessment guide is divided into four major parts:

I. Administration
II. Personnel
III. School and Community Relations
IV. Curriculum

Each part includes two or more elements of career education program development.

The first three parts of the guide reflect criteria common to all levels of career education: Awareness, Exploration and Preparation. The fourth, Curriculum, varies in emphasis for each level, requiring separate criteria.

This difference is built in the assessment sections; buff for Awareness (K-6), pink for Exploration (7-10), and blue for Preparation (11-12)--to facilitate assessment for any or all of career education through one common instrument. Single or multiple program profiles can be charted to portray those needs specific to the Awareness, Exploration and/or Preparatory components, or to the overall district needs.

Each of the components has a set of criteria statements and space for comments. The numeric value assigned to each component is then transferred to the profile sheets located at the end of the assessment guide.

The profile sheet(s) provide the district with a general overview of its career education program, showing both areas of strength and areas that require additional support.

SUGGESTED UTILIZATION

Instructions

The instrument provides for an assessment of essential components within a model career education program. When using the instrument, the team should determine the degree to which the elements are present. To answer, circle the appropriate number: 0 indicating critical need, 1 indicating much additional support needed, 2 indicating some additional support needed, and 3 indicating no additional support needed. IF AN ELEMENT DOESN'T EXIST, THE NEED IS CRITICAL AND SHOULD BE MARKED 0 (ZERO). All criteria should be rated, except those noted on the Guide Sheet preceding each part.

Following each criterion, there is space for suggestions, identifying exemplary practices, or questions. This section is especially valuable for clarification and amplification of the circled numeral. In addition, these written observations should be included in the final report.

Preparing the Profile Sheets. Total the circled numbers for each element. Divide the total by the number of assessment criteria in that element to obtain the average. Enter and plot this average on the profile sheet. By following this procedure for each element the profile of the total district career education program will result. Using the same procedure, any single component or combination of components can be profiled. Various kinds of lines (broken, dotted, etc.) can represent the involved schools, levels and teams.

The profile sheet(s), along with the interim and final reports, should help the district and individual schools set priorities for immediate and future program planning.

Caution. When using the assessment guide, it is imperative that the criteria be applied to each educational level being assessed, not just the overall program. FAILURE TO DO SO WILL PRESENT AN INACCURATE PROFILE. The following examples illustrate this point:

Example:
In determining the degree of administrative commitments to the career education program, the central administration may be fully committed, but not the building administration.

Example:
The staff in an elementary school may be well-trained to conduct career awareness activities, yet the general high school staff have no in-service in career preparation activities.

GLOSSARY OF TERMS

Able and Gifted Students:	Students whose abilities, talents and potential require educational programs different from the regular programs in order for them to realize their contribution to self and society.
Advisory Committee:	A group, usually from outside education, with current and substantial knowledge of jobs and occupations, who are selected to provide advice on technical matters for various programs.
Bilingual Students:	Students whose primary or home language is other than English and who require special assistance in a program which uses the student's primary language for instruction while simultaneously teaching English language skills.
Career Education Program Assessment:	A survey of the present condition of the total career education program.
Career Development Task:	Sequential steps necessary to insure each student's orderly progress toward a career goal; for example, developing a positive concept, understanding the decision-making process, or acquiring knowledge and skills in occupations and work settings.
Career Guidance:	All the various types of assistance provided to help individuals in their career development. It includes instruction, counseling, placement, follow-through, evaluation and support procedures based on youth career planning and development needs.
Community Resources, Facilities, Equipment:	Those human and physical assets within the community that provide assistance to the schools in carrying out its education programs.
Disadvantaged Students:	Students whose academic or economic handicaps require special services and assistance in order for them to succeed in regular education programs.
Evaluation:	An information-based process that systematically examines the extent to which objectives, plans, activities, and commitments are successful in supporting attainment of specific goals.
Extended Contract:	A contract for services performed beyond the regular 180-day teaching contract (normally enacted during summer months).

Handicapped Students:	Students who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health impaired and who cannot succeed in regular education programs because of their handicapping condition.
Individualized Instruction:	A delivery system that allows each student to acquire knowledge, skills and abilities in keeping with predetermined objectives without a timeline.
Interdisciplinary:	Activities which involve two or more disciplines that show the relationship and application of common competencies.
Key Occupations:	Occupations that are representative of the community or labor force with respect to numbers employed and required competencies.
Long-Range Plan:	The career education development plan that is encouraged by the Oregon Department of Education. It should be approved by the district school board prior to filing with this agency.
Program Level:	Refers to the age and/or grade level of the student, or subject being taught.
Staff Competencies:	Knowledge, abilities, attitudes and skills needed by the staff to operate a quality career education program.
Student Outcomes:	Pupil performance in terms of predetermined objectives.
Release Time:	Time provided <u>during</u> the regular teaching day to plan career education activities.
Work Experience:	Activities of a student in a work environment that are supervised jointly by the school and the training agency.

ADMINISTRATION

Guide Sheet

-- The criteria appears in the order of district-to-school level.

-- "Advisory personnel," #3 in FINANCING section, refers to more than advisory committees.

-- FINANCING, item #8, refers to Exploration and Preparation only. When assessing awareness program, delete #8 from the average.

Key - Rating Scale	
0	- Need for additional support is critical or element does not exist.
1	- Large amount additional support needed.
2	- Some additional support needed.
3	- No additional support needed.

Part I
ADMINISTRATION

Administrative commitment and leadership are essential to the development and continued operation of a quality career education program.

ELEMENT	ASSESSMENT	COMMENT
STRUCTURE AND PROCESS		
A. Administrators should be aware of the unique elements of career education programs. The utilization of these elements depends on effective communication, leadership, planning, implementation and evaluation by administrators, teachers, the community and the Oregon Department of Education.		
Assessment Criteria		
1. The board and administrators have endorsed in writing the career education program at the levels being assessed. (Awareness, Exploration, Preparation)	0 1 2 3	
2. Administrators utilize advice and recommendations of advisory committees.	0 1 2 3	
3. Administrators use the long-range plan when determining the priorities for developing the career education programs.	0 1 2 3	
4. Administators use the long-range plan to finance the career education program.	0 1 2 3	
5. Administration includes staff input when decisions must be made regarding programs.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
6. A person at the district level has been identified and given the time, responsibility and budget to coordinate the program.	0 1 2 3	
7. The district career education coordinator has a written job description which includes defined authority.	0 1 2 3	
8. Staff competencies for implementing career education into the total curriculum have been identified in writing.	0 1 2 3	
9. Oregon Department of Education guidelines for recommended student-teacher ratios are taken into consideration when developing staff.	0 1 2 3	
10. A person at each school in the district has been given the responsibility for coordinating the program.	0 1 2 3	
11. The building coordinator at each school has specified time to carry out assigned career responsibilities.	0 1 2 3	
12. Coordination of the career education program is being done by the district and building coordinator.	0 1 2 3	
Comprehensive Assessment for STRUCTURE AND PROCESS	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
PLANNING B. Planning is the process that allows career education programs to be implemented, upgraded and properly maintained. It is an active effort to determine needs, set goals, identify resources, and establish implementation procedures to meet the needs of the students, staff and community.		
Assessment Criteria		
1. The district has developed a long-range plan for career education.	0 1 2 3	
2. The district board has adopted the long-range plan for career education.	0 1 2 3	
3. There are timelines for projected accomplishments.	0 1 2 3	
4. The long-range plan is revised annually.	0 1 2 3	
5. Formal strategies have been employed to determine student, staff and community needs related to career education programming.	0 1 2 3	
6. There is a written plan to identify bilingual students.	0 1 2 3	
7. Each school has developed a plan for career education, supporting the district long-range plan.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
8. Each school has developed written guidelines for <u>implementing</u> its long-range plan.	0 1 2 3	
9. Joint planning occurs among all levels of career education.	0 1 2 3	
Comprehensive Assessment for PLANNING	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
FINANCING		
C. Financial resources are required to carry out a quality career education program consistent with the school's philosophy and objectives.		
Assessment Criteria		
1. The operating budget supports the identified career education priorities outlined in the district's long-range plan.	0 1 2 3	
2. The instructional staff assists the administration in developing the career education budget.	0 1 2 3	
3. Advisory personnel are consulted in developing the career education budget.	0 1 2 3	
4. Personnel, facilities, supplies, equipment and supporting services are budgeted to carry out career education objectives.	0 1 2 3	
5. Resources are budgeted for extended contracts where needed.	0 1 2 3	
6. Resources are budgeted for staff in-service.	0 1 2 3	
7. Resources are budgeted for curriculum development.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
8. Resources are budgeted for transporting students to on-site work locations. (Exploration and Preparation)	0 1 2 3	
9. The student is covered by adequate insurance while participating in work experiences related to career education.	0 1 2 3	
Comprehensive Assessment for FINANCING	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
FACILITIES AND EQUIPMENT D. Many career education activities can be conducted without specialized facilities or equipment. But where they are needed, their availability and accessibility is of the utmost importance. As students become more aware of their interests and aptitudes in relation to potential careers, facilities, equipment and other related resources become essential to enhancing growth. Assessment Criteria		
1. Facilities and equipment necessary to implement career education programs have been identified.	0 1 2 3	
2. Existing facilities and equipment are adequate to carry out instruction objectives.	0 1 2 3	
3. Available facilities and equipment are being utilized to their potential.	0 1 2 3	
4. Additional facilities and equipment necessary to implement the planned career education programs are budgeted.	0 1 2 3	
5. Facilities and equipment available for "hands-on" experiences are representative of those used in the community.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
6. Facilities and equipment are maintained and routinely checked to insure that safety requirements are fully met.	0 1 2 3	
7. Advisory personnel are consulted on the selection of facilities and equipment.	0 1 2 3	
8. Specialists for the handicapped are consulted concerning access to these facilities.	0 1 2 3	
Comprehensive Assessment for FACILITIES AND EQUIPMENT	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
EVALUATION E. A career education program should have a definite plan for evaluation. Evaluation should determine how well the program is meeting the needs of the individual student, the community and the world of work. <u>Assessment Criteria</u>		
1. There are written provisions for outside assessment and evaluation.	0 1 2 3	
2. The students, staff and advisory members are involved in evaluation.	0 1 2 3	
3. Instruments for evaluation are utilized.	0 1 2 3	
4. A written plan to evaluate the career education programs has been developed.	0 1 2 3	
5. There is evidence that the evaluation results are being <u>utilized</u> for improving the career education programs.	0 1 2 3	
6. Assessment and evaluation results are reviewed with administrators, staff, advisory committees and school board.	0 1 2 3	
7. A written plan <u>exists</u> to assess the career education competencies of teachers.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
8. The plan to assess the career education competencies of teachers has been implemented.	0 1 2 3	
Comprehensive Assessment for EVALUATION	Total Value ___ Avg. Value ___	

P E R S O N N E L

Guide Sheet

Qualifications

--Teacher competencies, #2, for Awareness are found in the Oregon Department of Education guidelines, Implementing Career Awareness in the Elementary School (Salem, Oregon, 1975).

Key - Rating Scale
0 - Need for additional support is critical or element does not exist.
1 - Large amount additional support needed.
2 - Some additional support needed.
3 - No additional support needed.

Part II
PERSONNEL

The key element to a dynamic ongoing educational program is the staff.

ELEMENT	ASSESSMENT	COMMENT
QUALIFICATIONS		
A. The knowledge, ability and skill of the school's staff directly affect the quality of the education program.		
Assessment Criteria		
1. Staff members are certificated for their area of responsibility.	0 1 2 3	
2. Staff members demonstrate identified teacher competencies in career education programs. (See page 24)	0 1 2 3	
3. Staff members use individualized methods of instruction.	0 1 2 3	
4. Staff members have identified student outcomes for their program level.	0 1 2 3	
5. Staff members have included career education in their curriculum.	0 1 2 3	
6. Staff members have been trained in career guidance competencies.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
7. Staff members have been trained to eliminate sex-role stereotyping.	0 1 2 3	
Comprehensive Assessment of QUALIFICATIONS	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
PROFESSIONAL DEVELOPMENT B. Development requires that definite provisions be made so that staff can keep pace with changes in society and assume the responsibility for professional growth. Assessment Criteria		
1. Professional development needs have been identified.	0 1 2 3	
2. There are written guidelines for staff development.	0 1 2 3	
3. A professional development program is in operation to meet needed staff career education competencies.	0 1 2 3	
4. Sufficient resources, including release time and finances, have been identified and made available to maintain career education competencies.	0 1 2 3	
5. Provisions have been made for consultant help in professional development.	0 1 2 3	
6. Each new teacher is provided orientation including review of school career goals, objectives and resources.	0 1 2 3	
7. Staff are included in the planning and implementation of staff development activities.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
8. The staff has the opportunity for in-service training in career education.	0 1 2 3	
9. The staff has the opportunity for in-service training to eliminate sex-role stereotyping.	0 1 2 3	
10. The staff has the opportunity for in-service training in meeting the needs of disadvantaged students.	0 1 2 3	
11. The staff has the opportunity for in-service training in meeting the needs of handicapped students.	0 1 2 3	
12. The staff has the opportunity for in-service training of able and gifted students.	0 1 2 3	
13. The staff has the opportunity to improve their career guidance competencies through continuing in-service programs.	0 1 2 3	
14. Release time is <u>provided</u> the staff for planning and upgrading career education programs.	0 1 2 3	
15. Release time is <u>utilized</u> by the staff for planning and upgrading career education programs.	0 1 2 3	
Comprehensive Assessment of PROFESSIONAL DEVELOPMENT	Total Value ___ Avg. Value ___	

SCHOOL AND COMMUNITY RELATIONS

Guide Sheet

--A district need not provide a separate committee for Career Awareness but should utilize existing groups such as: District Career Education Committee, P.T.A., Advisory Committee, Staff Advisory Committee, or District Curriculum Committee.

--Awareness program should not be assessed in #10.

--The chairperson, #11, should be an individual from the community.

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Key - Rating Scale
0 - Need for additional support is critical or element does not exist.
1 - Large amount additional support needed.
2 - Some additional support needed.
3 - No additional support needed.

Part III

SCHOOL AND COMMUNITY RELATIONS

Community resources should be utilized in providing direction for career education, also, serving as liaison between school and community.

ELEMENT	ASSESSMENT	COMMENT
ADVISORY COMMITTEE A. Career education programs should reflect the needs of the occupational world and the community. Advisory committees can assist in planning and keeping programs current with the requirements of the world of work.		
<u>Assessment Criteria</u>		
1. An overall district career education advisory council is functioning.	0 1 2 3	
2. Advisory groups/committees are functioning for each educational level and specialized occupational area. (11-12)	0 1 2 3	
3. Coordination exists among the advisory committees.	0 1 2 3	
4. Staff have been <u>assigned</u> to work with each advisory committee.	0 1 2 3	
5. Assigned staff regularly <u>attend</u> advisory committee meetings.	0 1 2 3	
6. Duties and responsibilities of advisory committies are <u>outlined</u> in writing.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
7. Duties and responsibilities of advisory committees as outlined are being followed.	0 1 2 3	
8. Advisory groups include broad community representation.	0 1 2 3	
9. Advisory groups include representation for the disadvantaged, handicapped, and able and gifted students.	0 1 2 3	
10. Representation on the advisory groups reflects the career areas involved.	0 1 2 3	
11. The chairperson of the advisory committee and responsible school individuals jointly plan meetings.	0 1 2 3	
12. The responsibilities, tasks and objectives of the advisory groups have been jointly developed by school personnel and advisory members.	0 1 2 3	
13. The advisory groups have developed long-range plans of action.	0 1 2 3	
14. Advisory group recommendations are considered, evaluated and reported to administators.	0 1 2 3	
Comprehensive Assessment of ADVISORY COMMITTEE	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
RESOURCES B. By direct contact with people who represent the community, students can gain realistic impressions of careers for further investigation. Assessment Criteria		
1. The community is actively involved in the career education program.	0 1 2 3	
2. Community resource people are utilized in the classroom presentations.	0 1 2 3	
3. Careers representing a wide range of occupations are presented.	0 1 2 3	
4. On-site resource people are utilized for small-group student visits.	0 1 2 3	
5. Various individual on-site explorations are utilized.	0 1 2 3	
Comprehensive Assessment of RESOURCES	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
COMMUNICATIONS C. The career education program needs to provide for communication with the community it serves. Assessment Criteria		
1. A plan for informing the community about the career education program has been initiated.	0 1 2 3	
2. A variety of methods and materials have been used to disseminate information about the program.	0 1 2 3	
3. The community is encouraged to utilize the educational facilities.	0 1 2 3	
4. Provisions are made to express appreciation to the community for its continued support.	0 1 2 3	
Comprehensive Assessment of COMMUNICATIONS	Total Value ___ Avg. Value ___	

C U R R I C U L U M - A W A R E N E S S

Guide Sheet

--When a question arises concerning assessment criteria, refer to the Oregon Department of Education Implementing Career Awareness in the Elementary School (Salem, Oregon, 1975).

--Training stations, under the element student, refer to those places where students learn about job tasks. Example: Some students are provided an opportunity to answer the phone for the school secretary. To asses questions 5, 6 and 7, one would ask: Is there a plan or approach utilized to train all students in the skill in answering phones and taking messages? Are students provided the training station? (In this example, the office.) And, is the student provided supervision as well as an opportunity to discuss work experience? This is only one example of many training stations that could provide work experience within the elementary school.

37

Key - Rating Scale

0 - Need for additional support is critical or element does not exist.
1 - Large amount additional support needed.
2 - Some additional support needed.
3 - No additional support needed.

Part IV

C U R R I C U L U M - A W A R E N E S S

The Awareness curriculum must be sufficiently broad to provide career and self-understanding experiences for all students in relationship to their interests and abilities.

ELEMENT	ASSESSMENT	COMMENT
CAREER GUIDANCE A. Career guidance services at this level assist students in becoming aware of a broad variety of careers. The specific function of guidance is to actively involve students in how to make choices. Stress is given to the development of attitudes regarding the worth and function of work in our society. Assessment Criteria		
1. The district has a written K-12 guidance program which defines counselor and teacher roles.	0 1 2 3	
2. The school board has adopted the K-12 guidance program.	0 1 2 3	
3. Guidance services are available to assist students in assessing personal interests, aptitudes, and abilities in relation to present and future life roles.	0 1 2 3	
4. A planned approach has been implemented between the guidance and counseling staff and teachers in the study of occupations.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
5. A plan has been written for elimination of sex-role stereotyping.	0 1 2 3	
6. The plan for elimination of sex-role stereotyping has been implemented.	0 1 2 3	
7. A recording system is used to monitor the progress of each student.	0 1 2 3	
8. All classroom teachers provide career guidance services to students as part of their instruction program.	0 1 2 3	
Comprehensive Assessment of CAREER GUIDANCE	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
DESIGN B. All instructional programs have a direct relation to careers. The curriculum design should have procedures outlined which allow students participation in school and community learning activities. Assessment Criteria		
1. The district awareness program has a written philosophy.	0 1 2 3	
2. The district awareness program has a written curriculum plan with measurable student outcomes.	0 1 2 3	
3. A district policy and written guidelines for utilization of the work environment as a part of instruction has been developed.	0 1 2 3	
4. Time is provided teachers for planning and upgrading the career awareness programs.	0 1 2 3	
Comprehensive Assessment of DESIGN	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
INSTRUCTIONAL PROCESS		
C. All instruction programs can assist students in becoming more aware of careers. These concepts should be introduced at the appropriate time and place with respect to the course of study.		
Assessment Criteria		
1. Community resources are utilized in instruction.	0 1 2 3	
2. District curriculum guides serve as a basis for program articulation.	0 1 2 3	
3. Specific areas are taught through an interdisciplinary approach.	0 1 2 3	
4. Bilingual programs include career education concepts. (Omit if no bilingual students have been identified.)	0 1 2 3	
5. Career education concepts are developed through variety of classroom, laboratory and community experiences.	0 1 2 3	
6. Student outcomes have been identified and are being used to improve the total education effort.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
7. Staff members have integrated career education into their instructional program.	0 1 2 3	
8. Careers are presented devoid of sex-role stereotyping.	0 1 2 3	
Comprehensive Assessment of INSTRUCTIONAL PROCESS	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
STUDENT		
D. During the process of becoming aware of careers, it is essential that all students be encouraged to learn more about themselves and their potential careers. A comprehensive instruction program will provide classroom and on-site experiences.		
Assessment Criteria		
1. Experiences are provided that represent a cross-section of the school and community.	0 1 2 3	
2. Students are allowed to observe and interact with workers in a variety of work settings.	0 1 2 3	
3. Students are provided the opportunity to identify their aptitudes and interests relating to work.	0 1 2 3	
4. Students are provided the opportunity to express their self-awareness as it relates to career development or occupational interest.	0 1 2 3	
5. Training plans are drawn up for each training station to introduce work experience. (See page 33)	0 1 2 3	
6. Training stations are utilized as a part of the instruction program.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
7. Adequate coordination and supervision are provided for work experience.	0 1 2 3	
8. All students are given opportunities to explore broad career areas based on their interests, abilities and aptitudes.	0 1 2 3	
Comprehensive Assessment of STUDENT	Total Value ___ Avg. Value ___	

C U R R I C U L U M - E X P L O R A T I O N

Guide Sheet

This section compares the existing school/district program with the comprehensive career exploration model suggested by the Department of Education as detailed in the Career Exploration Guidelines.*

If differences arise concerning specific terminology found in this section, consult the Glossary, page 10; the Career Exploration Guidelines, or determine by concensus the definition to be used.

Key	-	Rating Scale
0	-	Need for additional support is critical or element does not exist.
1	-	Large amount additional support needed.
2	-	Some additional support needed.
3	-	No additional support needed.

*Guidelines for Implementing Career Exploration in the Early Secondary School Years. Salem, Oregon: the Department of Education; prepublication draft, 1975.

Part IV

C U R R I C U L U M - E X P L O R A T I O N

The curriculum must be sufficiently broad to provide exploratory experiences for all students. Students must receive meaningful experiences in keeping with their interests and aptitudes at each grade level.

ELEMENT	ASSESSMENT	COMMENT
CAREER GUIDANCE AND COUNSELING		
A. At no stage of career development is guidance more needed. Students need assistance in understanding themselves and the career selection process as they make tentative occupational decisions.		
Assessment Criteria		
1. A written long-range guidance plan exists for the exploration level, which defines counselor and teacher roles.	0 1 2 3	
2. The written long-range guidance plan has been implemented.	0 1 2 3	
3. The long-range guidance plan has school board approval.	0 1 2 3	
4. Experiences are provided for all students to discover and understand their occupational interest and aptitudes.	0 1 2 3	
5. Instruction is given in the career decision-making process.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
6. Opportunity is provided the students to apply the career decision-making process.	0 1 2 3	
7. A plan for elimination of sex-role stereotyping has been written.	0 1 2 3	
8. The plan for elimination of sex-role stereotyping has been implemented.	0 1 2 3	
9. Teachers and counseling staff assist all students in planning their occupational preparation program.	0 1 2 3	
10. Personal folders are utilized to monitor the progress of each student's career development.	0 1 2 3	
11. Records of the students' personal folders are utilized in helping students in career explorations.	0 1 2 3	
Comprehensive Assessment of GUIDANCE AND COUNSELING	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
DESIGN		
B. To provide a comprehensive career exploration program, a variety of experiences must be available to students.		
Assessment Criteria		
1. Experiences are available to all students that provide a basic knowledge of economic principles as they affect work and living.	0 1 2 3	
2. Orientation and exploration of the clustering process and available clusters is part of the instructional process.	0 1 2 3	
3. There is a program to foster self-understanding of occupational interests and aptitudes.	0 1 2 3	
4. Provision is made for on-site exploration experiences.	0 1 2 3	
5. Each instructional area has a written course of study with measurable expected student competencies.	0 1 2 3	
6. There is adequate supervision provided for the students while on work experiences.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
7. The district has a planned curriculum wherein the exploratory program supports the awareness program and leads into the career preparation program.	0 1 2 3	
Comprehensive Assessment of DESIGN	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
INSTRUCTIONAL PROCESS C. All instructional programs have a direct relation to career exploration. Some by nature of their subject matter conduct more explorations than others, but all must be involved to varying degrees. Assessment Criteria		
1. Instruction in why and where people work is an integral part of the instructional program.	0 1 2 3	
2. Instruction in self-understanding is found in curricular offerings.	0 1 2 3	
3. Instruction is given to help students relate occupations to involvement with data, people, and things.	0 1 2 3	
4. The career decision-making process is a part of the instruction program.	0 1 2 3	
5. Instruction is planned to eliminate sex-role stereotyping.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
Cluster orientation and exploration instruction is conducted through the following subject areas:		
6. --Industrial Arts	0 1 2 3	
7. --Home Economics	0 1 2 3	
8. --Business Education	0 1 2 3	
9. --Social Studies	0 1 2 3	
10. --Science/Health	0 1 2 3	
11. --Agriculture	0 1 2 3	
On-site observations and/or exploratory work experience/placement is conducted through the following subject areas:		
12. --Industrial Arts	0 1 2 3	
13. --Home Economics	0 1 2 3	
14. --Business Education	0 1 2 3	
15. --Social Studies	0 1 2 3	
16. --Science/Health	0 1 2 3	
17. --Agriculture	0 1 2 3	
Classroom concepts are related to occupational applications through the following subject matter areas:		
18. --Mathematics	0 1 2 3	
19. --Language Arts	0 1 2 3	
20. --Art	0 1 2 3	
21. --Music	0 1 2 3	
22. --Physical Education	0 1 2 3	
23. --Science	0 1 2 3	
24. --Other	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
25. On-site work observation/exploration experiences are available to all students in every class.	0 1 2 3	
26. Community resources are being utilized in classroom instruction.	0 1 2 3	
27. Career concepts are developed through a variety of classroom laboratory and community experiences.	0 1 2 3	
28. District curriculum guides are utilized as a basis for program articulation.	0 1 2 3	
29. Special consideration to explore a wide variety of careers is made for disadvantaged students.	0 1 2 3	
30. Special consideration to explore a wide variety of careers is made for handicapped students.	0 1 2 3	
31. Special consideration to explore a wide variety of careers is made for able and gifted students.	0 1 2 3	
32. Bilingual programs include career education. (Omit if no bilingual students have been identified.)	0 1 2 3	
Comprehensive Assesssment of INSTRUCTIONAL PROCESS	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
STUDENT PARTICIPATION D. At this stage of career development, it is essential that all students be allowed and encouraged to explore individual aptitudes in areas of occupational interests. To be most effective both classroom and on-site experiences should be included. Assessment Criteria All students are participating in some planned phase of career exploration.		
1. Grade level 7	0 1 2 3	
2. Grade level 8	0 1 2 3	
3. Grade level 9	0 1 2 3	
4. Grade level 10	0 1 2 3	
5. Instruction programs afford each student the opportunity to understand self in relation to present and future work.	0 1 2 3	
6. Students experience work observation/ exploration activities in the job setting.	0 1 2 3	
7. Students explore occupations at all levels of the career ladder.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
8. Students explore careers in small groups. 9. Students explore careers individually.	0 1 2 3 0 1 2 3	
Comprehensive Assessment of STUDENT PARTICIPATION	Total Value ___ Avg. Va'ue ___	

C U R R I C U L U M - P R E P A R A T I O N

Guide Sheet

The career preparation curriculum section has been designed to assess elements of a model program for all instruction areas. Assessment team members should avoid assessing only the vocational portion of the preparation curriculum; to do so would assign an inappropriate ranking to the total program.

Key - Rating Scale

0 - Need for additional support is critical or element does not exist.

1 - Large amount additional support needed.

2 - Some additional support needed.

3 - No additional support needed.

Part IV
C U R R I C U L U M - P R E P A R A T I O N

The curriculum must be sufficiently broad to provide a wide variety of experiences for all students within their levels of interest.

ELEMENT	ASSESSMENT	COMMENT
CAREER GUIDANCE A. The career guidance program should assist each student to satisfactorily complete career development tasks. The purpose of these developmental tasks is to help the student to mature in self-understanding, self-responsibility, decision-making and attainment of the attitudes and skills required for productive citizenship. Assessment Criteria		
1. The district has a written career guidance plan which has been approved by the administration.	0 1 2 3	
2. The district has assigned career guidance responsibilities to the counseling staff.	0 1 2 3	
3. Each school has a written career guidance program defining counselor and teacher roles, which is compatible with the district plan.	0 1 2 3	
4. The written guidance plan provides for elimination of sex-role stereotyping.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
5. Each school has implemented its career guidance program.	0 1 2 3	
6. Classroom teachers provide career guidance activities for students as a part of their instruction program.	0 1 2 3	
7. Counselors are given time to assist classroom teachers in providing career guidance.	0 1 2 3	
8. A career guidance system is designed to provide for all students.	0 1 2 3	
9. A recording system monitors each student's guidance plan.	0 1 2 3	
10. Regular follow-up is made of all students who have been enrolled in the career cluster programs.	0 1 2 3	
11. Regular follow-up is made of all students terminating prior to completion.	0 1 2 3	
12. Regular follow-up is made of all students to learn if their training met the needs of the job for which they were employed.	0 1 2 3	
Comprehensive Assessment of CAREER GUIDANCE	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
DESIGN B. All instructional programs have a direct relation to career education. The curriculum design should have procedures outlined to allow students to participate in school and community learning activities. Assessment Criteria		
1. The procedures for granting career education credit upon completion of a course are clearly outlined in the course plan.	0 1 2 3	
2. Each cluster program has a written course of study with measurable student competencies.	0 1 2 3	
3. Procedures are clearly outlined for recording the career development credit, competencies, and attendance required for graduation.	0 1 2 3	
Cluster programs meet the following state requirements for reimbursement:		
4. Vocationally certified instructor.	0 1 2 3	
5. Curriculum based on manpower and student needs.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
6. Approved time block including classroom and laboratory instructional and supervised work experiences.	0 1 2 3	
7. Functioning occupational advisory committee.	0 1 2 3	
8. The vocational education instruction program is based upon key occupations and task analyses.	0 1 2 3	
9. Instruction in each cluster is based upon common elements identified in the cluster guide.	0 1 2 3	
10. At least 50 percent of the 11th and 12th grade students are enrolled in cluster programs.	0 1 2 3	
11. Minimum competencies have been identified for all career education programs.	0 1 2 3	
12. Each instructional area has a written course of study with measurable student competencies.	0 1 2 3	
13. A district policy with written guidelines is being implemented by all personnel involved with work experience.	0 1 2 3	
14. The long-range career education plan includes supervised work experiences as a major component.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
15. Release time is provided for coordination and supervision of students while on supervised work experience.	0 1 2 3	
16. Training agreements are utilized for each training station.	0 1 2 3	
17. There is a procedure to recognize training station sponsors who have cooperated in the work experience programs.	0 1 2 3	
18. Appropriate youth organizations are an integral part of cluster programs.	0 1 2 3	
19. Time and finances are available for teacher-advisors of youth organizations.	0 1 2 3	
20. Time and finances are available for teacher-advisors to supervise classroom-related projects.	0 1 2 3	
21. Provision has been made for students not enrolled in cluster programs to meet their career development competencies in a variety of different ways.	0 1 2 3	
22. Specific areas in the curriculum have been identified that can be taught using an interdisciplinary approach.	0 1 2 3	
23. The preparation curriculum correlates with the career exploration curriculum of feeder school(s).	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
24. The preparation curriculum correlates with local post-secondary curriculm offerings.	0 1 2 3	
Comprehensive Assessment of DESIGN	Total Value ___ Avg. Value ___	

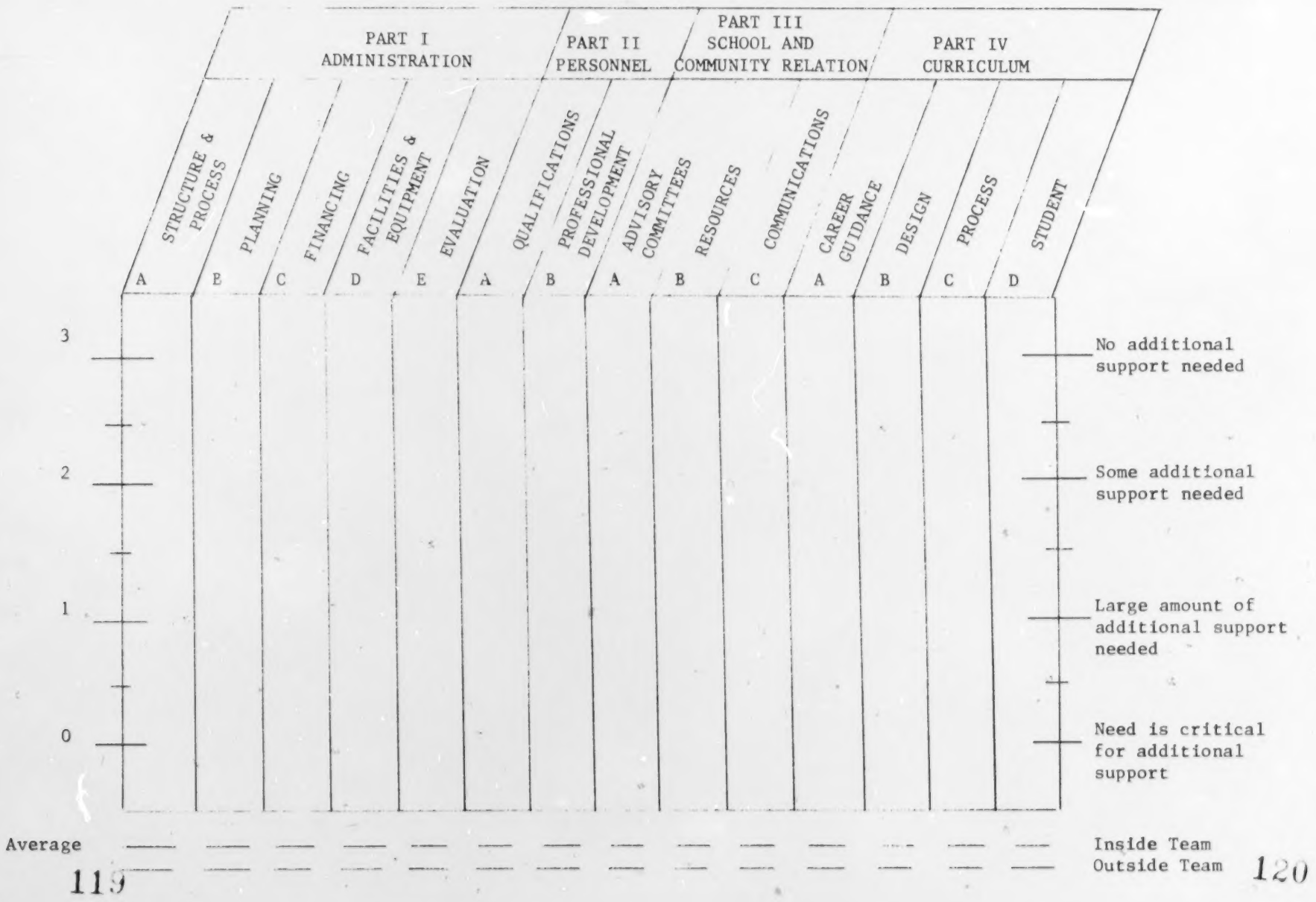
ELEMENT	ASSESSMENT	COMMENT
INSTRUCTIONAL PROCESS C. The curriculum should incorporate appropriate knowledge and skills to allow each student to develop career interests and abilities. It should also reflect business and industry to allow each student to develop employable skills. Assessment Criteria		
1. Community resources are utilized in the instruction program.	0 1 2 3	
2. Occupational instruction is integrated with supportive courses to provide a blend of learning experiences.	0 1 2 3	
3. The school administration and teaching staff implement the interdisciplinary approach in the school(s).	0 1 2 3	
4. Instruction is adapted to varying levels of student abilities.	0 1 2 3	
5. Bilingual programs include career education concepts. (Omit if no bilingual students have been identified.)	0 1 2 3	
6. Learning experiences are provided that represent a current cross-section of the world of work.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
7. Classroom activities allow for maximum student participation.	0 1 2 3	
8. Career education concepts are developed through a variety of classroom, laboratory and community experiences.	0 1 2 3	
9. Instruction is planned to eliminate sex-role stereotyping.	0 1 2 3	
Special consideration in the instruction process is made which allows each student to develop career interests and abilities by:		
10. --Disadvantaged students	0 1 2 3	
11. --Handicapped students	0 1 2 3	
12. --Able and gifted students	0 1 2 3	
13. A student evaluation process measures students' achievement toward written curriculum objectives.	0 1 2 3	
14. Alternative programs are available to students not enrolled in vocational programs to meet their career competencies for high school graduation.	0 1 2 3	
15. District curriculum guides are utilized for program articulation.	0 1 2 3	
Comprehensive Assessment of INSTRUCTIONAL PROCESS	Total Value ___ Avg. Value ___	

ELEMENT	ASSESSMENT	COMMENT
STUDENT D. At this stage of career development, it is essential that <u>all</u> students receive preparation for employment, or an opportunity for continued education in their areas of interest. To be most effective, both classroom and on-site experiences must be included. <u>Assessment Criteria</u>		
1. Competency levels for each student have been identified and are integrated in the instructional program.	0 1 2 3	
2. Provision is made for students to move from one level of competency to another at their own rate.	0 1 2 3	
3. Instruction programs allow each student to understand the self in relation to work.	0 1 2 3	
4. Instructional programs expose students to work common to the community.	0 1 2 3	
5. Instructional programs expose students to a broad range of occupations.	0 1 2 3	
6. Students observe workers and the work process.	0 1 2 3	

ELEMENT	ASSESSMENT	COMMENT
7. Students experience the work environment.	0 1 2 3	
8. Students obtain entry-level skills in their chosen career field(s).	0 1 2 3	
9. Training stations are utilized in relationship to students' tentative career choices.	0 1 2 3	
Comprehensive Assessment of STUDENT PARTICIPATION	Total Value ___ Avg. Value ___	

PART V - PROFILE SHEET



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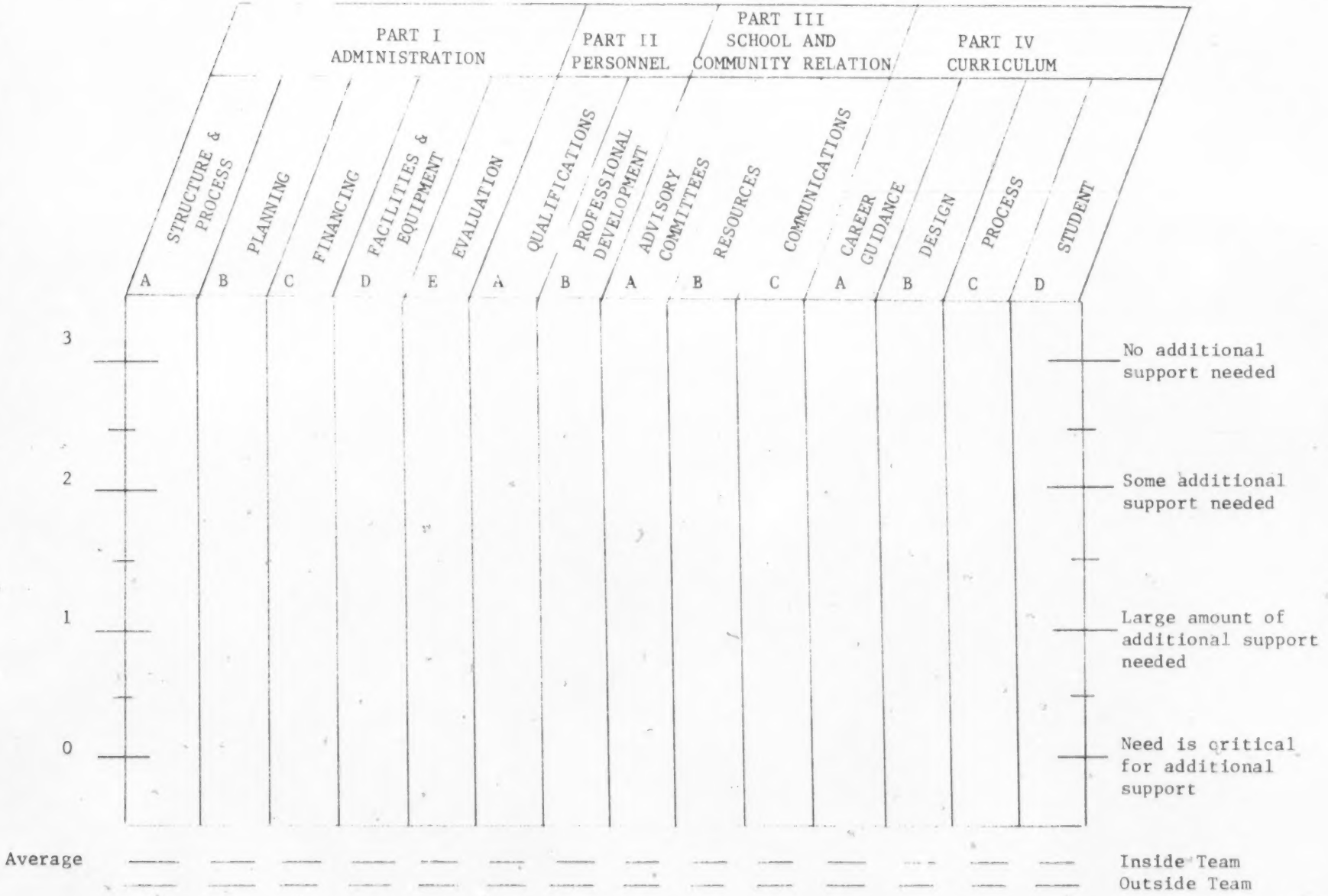

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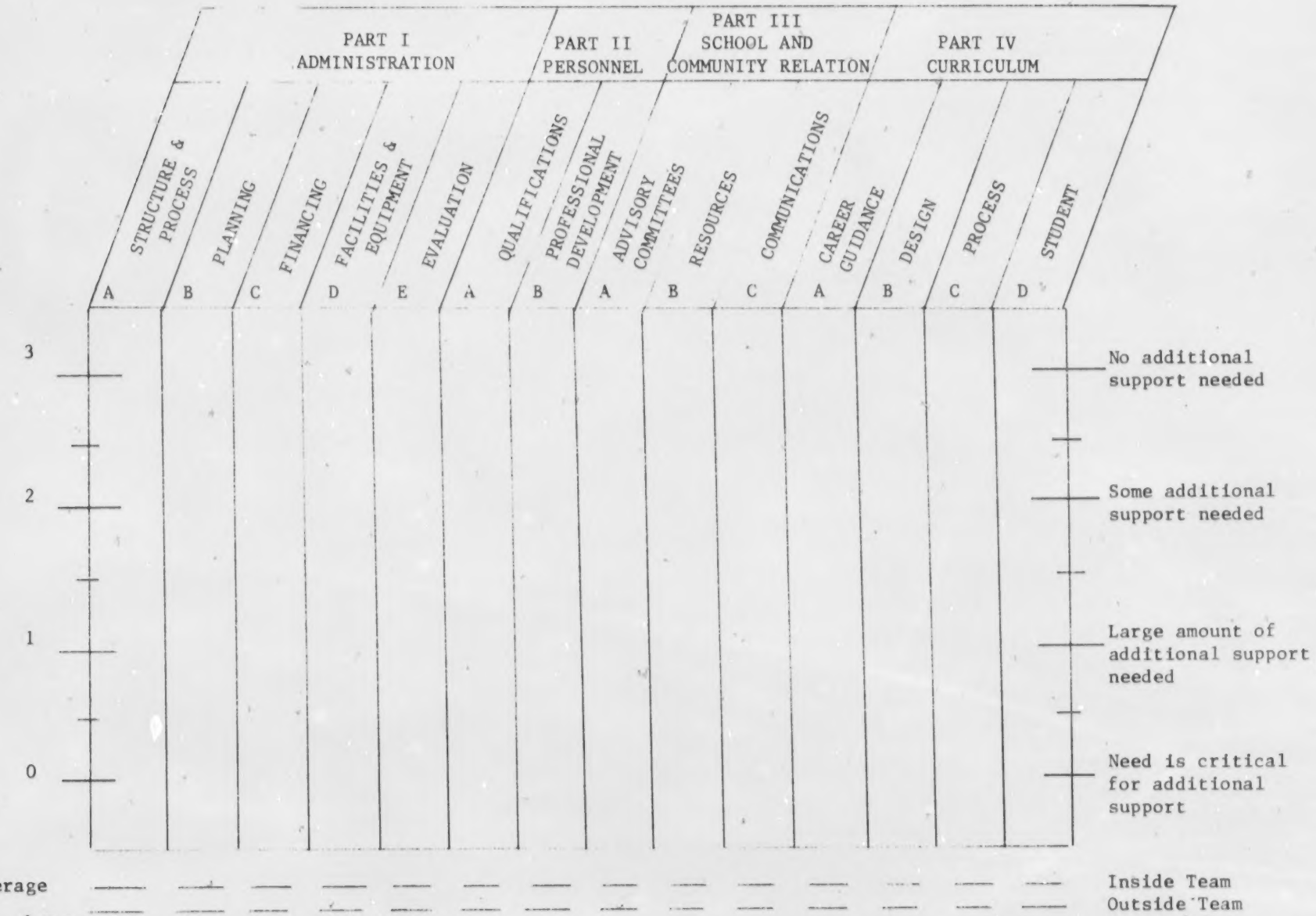

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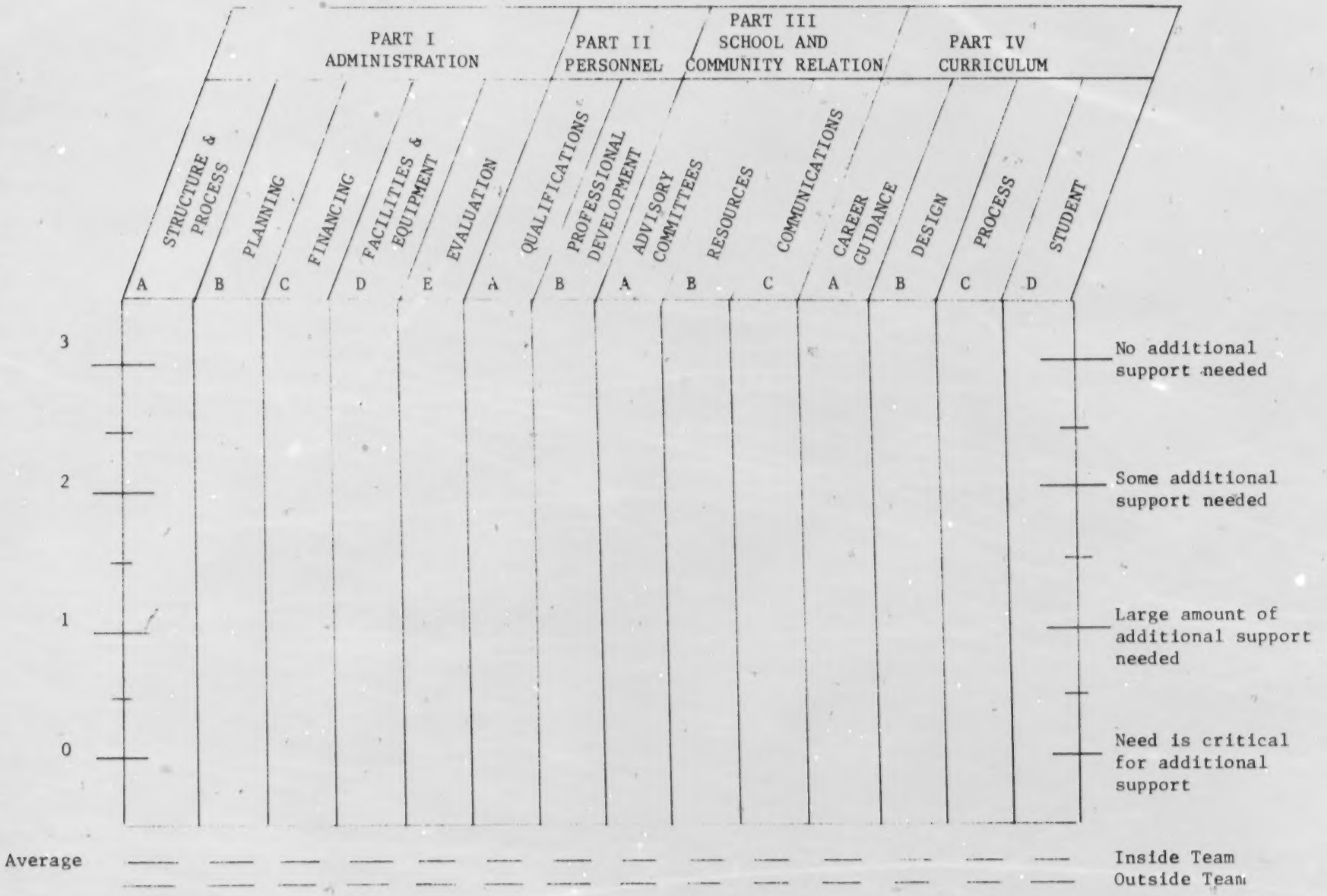

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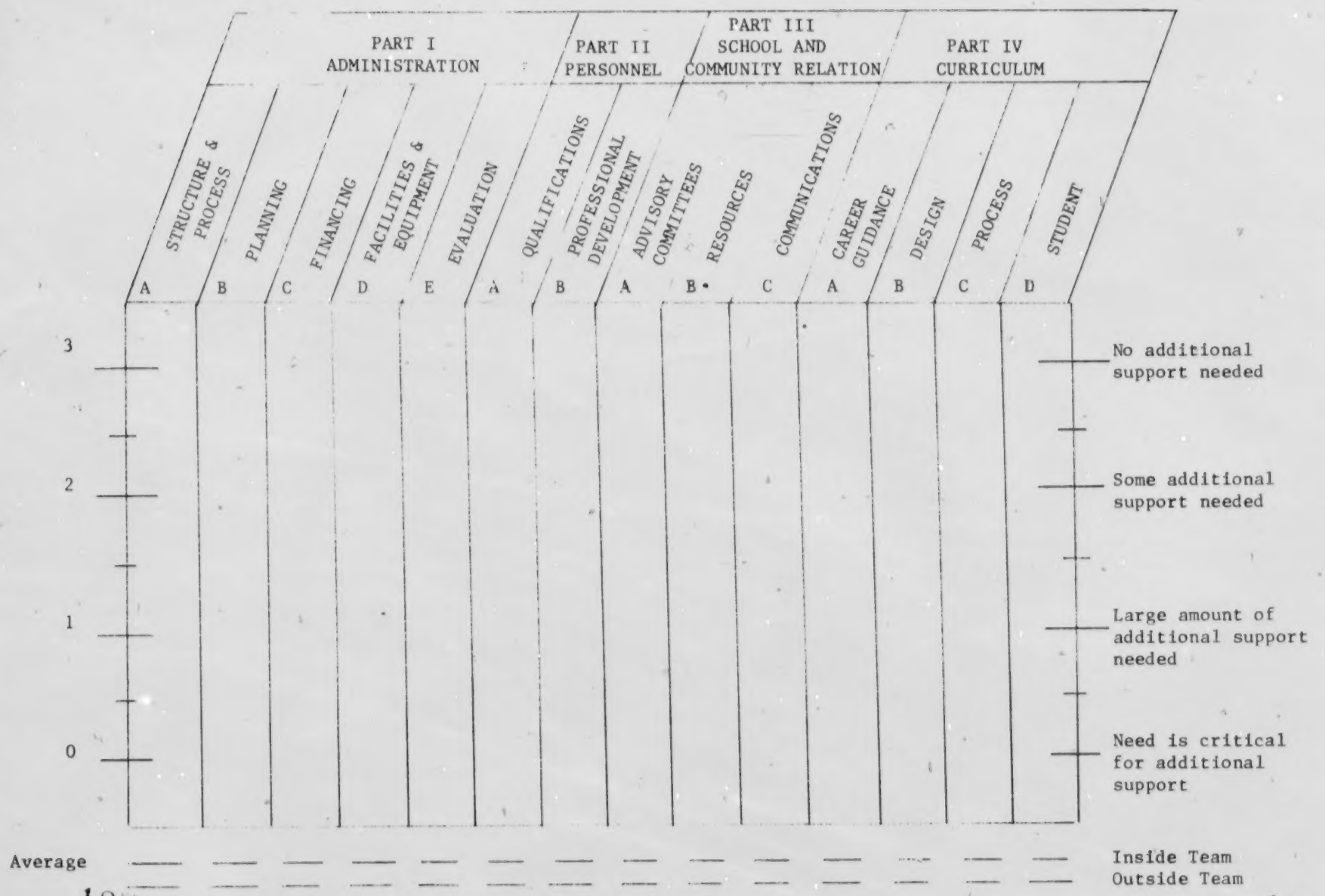

CAREER EDUCATION ASSESSMENT

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PLEASE RESPOND so that your views can be considered as we plan future publications. Simply cut out the form, fold and mail it back to us. We want to hear from you!

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INSTRUCTIONS FOR THE ASSESSMENT COORDINATOR

A Supplement to

Career Education Program Assessment

Oregon Department of Education
Salem, Oregon 97310

INSTRUCTIONS FOR THE COORDINATOR

The coordinator of career education assessment is responsible for planning, organizing and implementing procedures for those involved, usually both the inside and the outside assessment teams.

To assist in coordinating assessment, some tasks have been identified: those to be completed before, during and after the assessment. As a further aid, a time-line is shown on page 6.

Before the Assessment

Upon request for assessment, the coordinator should contact the district to schedule an orientation to assessment and the events to take place. A suggested agenda may include a discussion of:

1. District objectives.
2. Use of inside and outside teams.
3. Size of teams.
4. Background of team members.
5. In-service for teams.
6. Materials needed (see Checklist of Required Materials).
7. Meetings required to complete the process.
8. Interim and final reports.

After the meeting, proceed with the following activities:

1. Establish and confirm dates for the assessment.
2. Select members for inside and outside teams.
3. Establish and confirm dates, and conduct the orientation meeting(s) with the inside and outside teams.

   The following things should be done:

   a. Review the reason for the assessment.
   b. Review the assessment process. (Each team member should receive a copy of "The 'What and Why' of Career Education Program Asssessment."*
   c. Review the Glossary of Terms with special emphasis on definitions.** (These definitions should not change to meet the needs of the assessment teams.)
   d. Assign the inside and outside teams to component teams.
   e. Suggest the format for preparing the profile sheets and writing the interim and final reports.
   f. Specify material that will be made available to the team.
   g. Identify advisory and other lay support personnel.
   h. Train team members without previous assessment experience.
   i. Identify special concerns of the district and schools.
   j. Identify concerns of the assessment teams.

*Career Education Program Assessment. Salem, Oregon: The Department of Education, 1977. Pages iii-x.

**Ibid., page 10.

4. Establish and confirm dates for the orientation meeting(s) with the district and/or school faculties. The following topics should be discussed:

   a Who requested the assessment.
   b. Why the assessment was requested.
   c. What the assessment will provide the teacher, school, district, and other support staff.
   d. The teacher's role in the assessment. (This may vary; smaller districts may involve all staff, while larger districts may choose to work with a representative teacher.)
   e. Schedules prepared by the principal should be discussed and copies made available.
   f. Questions from the faculty.
   g. Assessment covers the present level of career education program development, not the effectiveness of individual teachers.

During the Assessment

If proper preparations have been made prior to the assessment, the coordinator need only serve as liaison between the district and teams as well as among the teams.

The coordinator should not become deeply involved as an assessment team member, this will limit availability to the teams. In small districts it is possible for the coordinator to do some assessment, BUT NOT IF THIS ACTIVITY WILL INTERFERE WITH THE COORDINATOR'S ROLE.

After the Assessment

After the assessment the coordinator should:

1. Conduct a post-assessment meeting with the inside and outside teams and the district administration to discuss observations.

2. Prepare a final report covering observations, exemplary practices and strengths of individual programs, and recommendations for career education program development.

3. Submit the report to the school district and/or school within one week of the completion of the assessment with the recommendation that each member of the outside team also receive a copy.

4. See that the inside team schedules a meeting with all staff involved in the assessment within one week of receiving the final assessment report. This meeting should include:

   a. Overall district profile.
   b. Developmental level profiles; i.e., Awareness, Exploration, Preparation.
   c. Individual school profiles.
   d. Commended or exemplary practices.
   e. Strengths of individual programs.
   f. Recommendations for additional improvement and/or support.
   g. Concerns of teachers, counselors, administrators and other support staff.

5. See that all notes, records and partial assessments are destroyed.

CHECKLIST OF REQUIRED MATERIALS

In order to use the limited time available for the assessment, the following documents should be available to the assessment teams. Each document should be clearly marked as to content:

1. Career Education Long-Range Plans for:

   _____ a. Awareness

   _____ b. Exploration

   _____ c. Preparation

2. Written endorsement of the career education programs for:

   _____ a. Awareness

   _____ b. Exploration

   _____ c. Preparation

3. A budget that identifies expenditures for career education at the three levels:

   _____ a. Awareness

   _____ b. Exploration

   _____ c. Preparation

4. A written document defining the level of authority for the career education coordinator:

   _____ a. Awareness

   _____ b. Exploration

   _____ c. Preparation

5. Written staff competencies for implementing career education for:

   _____ a. Awareness

   _____ b. Exploration

   _____ c. Preparation

6. Written guidelines from each school for implementing the district long-range plan:

   _____ a. Awareness

   _____ b. Exploration

   _____ c. Preparation

7. Written guidelines for professional development:

_____ a. Awareness

_____ b. Exploration

_____ c. Preparation

8. Written duties and responsibilities of advisory committees:

_____ a. Awareness

_____ b. Exploration

_____ c. Preparation

9. Written plans for replacement and/or maintenance of equipment:

_____ a. Awareness

_____ b. Exploration

_____ c. Preparation

10. List of teachers and their type of teaching certificate:

_____ a. Awareness

_____ b. Exploration

_____ c. Preparation

11. Written objectives and planned student outcomes for each course:

_____ a. Awareness

_____ b. Exploration

_____ c. Preparation

12. Advisory committee information:

_____ a. Names and occupations of advisory committee members

_____ b. Minutes of advisory committee meetings

FOR COORDINATOR'S USE

TIMELINE SHEET

TASK	RESPONSIBILITY	DATE TO BE COMPLETED	DATE COMPLETED	COMMENTS
1. Contact administration of requesting district to set meeting for overview of the assessment process and procedure.	Coordinator			
2. Develop agenda for initial meeting with district administration.	Coordinator			
3. Selection of team members. a. Inside b. Outside (if used)	Coordinator and District Administration			
4. Contact team members.	Coordinator			
5. In-service meeting with inside team.	Coordinator			
6. Coordinate assessment with inside team.	Coordinator			
7. In-service meeting with outside team.	Coordinator			
8. Coordinate the assessment with outside team.	Coordinator			
9. Coordinate the final reporting to the district.	Coordinator			
10. Write thank you notes to team members.	Coordinator			